The AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

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Classroom Instruction on Modern Office Appliances

By William Bachrach

Supervisor of Commercial Work in the High Schools of Chicago

THE attitude of the public schools towards commercial work has undergone a number of changes in the last fifteen years or so. Bookkeeping and shorthand were first taught as subjects in a very academic way, and very little attempt was made to make the work practical. Private schools, however, approached the problem from an entirely different standpoint. They tried to imitate as nearly as possible actual business conditions by installing office fixtures, etc.

About ten years ago, when the importance of commercial education began to dawn upon the public school authorities, a feverish attempt was made to imitate the methods of private school instruction. Expensive office partitions were erected in practically all of the bookkeeping rooms, and bookkeeping sets, involving much business detail and routine, were adopted.

At first an insufficient number of typewriters was rented, and very few pupils were turned out with more than a mediocre degree of skill and preparation. It was not long, however, before it was found necessary to install full classroom equipment of typewriters. The typewriting rooms were usually fenced off from the stenography rooms by glass partitions, so that one teacher could teach shorthand and "police" the typewriting room through the glass

partition. This method of supervising typewriting was soon found inadequate, and teachers were assigned to typewriting periods as religiously as to English or stenography periods.

As soon as the public schools found that they could adequately prepare students for stenography and bookkeeping positions, they became aware of the fact that they were catering only partially to the requirements of business. Many special private schools were thriving upon tuition paid by former public school students for instruction on bookkeeping machines, calculating machines, dictaphones, etc.

The question then arose, "Should the public schools teach the operation of modern office appliances?" An attempt was made in some instances to place one of each type of machine, such as bookkeeping machine, calculating machine, dictaphone, etc., in the classroom. After the novelty wore off, the machine, instead of being used regularly, acquired an accumulation of dust because the teacher found that he could not teach thirty to forty students bookkeeping or stenography as a class, and teach single students individually on the machine. Some schools are still in this stage, and have tied up in the aggregate large sums of money in office machinery which is not being used. Other schools have equipped one room as an office appliance room and permit special students or advanced students to acquire a knowledge of the operation of these machines under the supervision of a teacher. This method has some merit, but could one expect to teach typewriting to any number of students by having one or two machines in an office appliance room?

I recently sent a questionnaire to the leading business houses of Chicago and vicinity, and received an almost unanimous request that modern office appliances be taught by the public schools.

During the past eight years recommendations for the purchase of appliances for the Chicago high schools have originated with me. Many agents representing office appliance firms have called upon me. Before making any recommendations I have investigated the following points:

(a) To what extent are the machines used in business in this locality?
(b) Are beginners employed in the operation of the machine?
(c) What salaries are paid to beginners?
(d) What are the chances for promotion?
(e) Does the machine require much training or instruction?
(f) What is the present source from which operators are obtained?

If the responses received tend to show that there is a sufficient demand for operators and that the opportunities are such as would warrant training large numbers of students, I consider the purchase of the machines.

In this class I would place the calculating machine, comptometer, and the dictaphone. In my opinion the calculating machine occupies the same place in the bookkeeping or figuring end of business that the typewriter does in the corresponding or writing end of business. With this idea in mind, full equipments of calculating machines have been installed in practically all of the Chicago high schools. Students in the second year of the two-year bookkeeping course are required to devote one period a day to the operation of the calculating machine. The courses of study and problems are furnished by the manufacturers, who have made a study of the practical needs as developed in the business field.

Students enrolled in the four-year

commercial courses and four-year general courses may elect calculating machine work for one period a day throughout a semester or a full year. In this manner some students who otherwise would have only a general education equip themselves thoroughly in one skilled vocational line.

The Burroughs Adding Machine Company credits the Phillips High School of Chicago with being the first public school in the country to equip an entire classroom with calculating machines. This was done early in 1918.

Investigation has shown that the dictaphone has assumed a permanent place in business. In view of this fact, we have equipped at least one typewriting room in practically every high school with a dictaphone equipment that will care for the needs of classes ranging from thirty-six to forty-eight students. To each dictating machine is attached a metal tube which has as many as twelve outlet hearing tubes. Permanent, indestructible practice records are purchased from the Dictaphone Company. One student is selected to act as monitor for each group, and sits nearest to the dictaphone. He places the records on the machine, regulates the speed, and removes the record when the dictation is completed. Musical rhythm records are used for beginning typewriting students and insure regularity of touch during the early stages. The dictaphone practice records may also be used in increasing the speed of individual shorthand writers.

Toward the end of the course, each student is given practice for a short time directly on the dictaphone, so that he will be familiar with its working parts. Classroom work on the dictaphone, therefore, prepares students to become dictaphone operators, improves their touch and speed in typewriting, and may be used to increase their speed in shorthand dictation.

A number of appliances are used in business in lesser quantities, and a knowledge of them should be imparted to students. These machines are also useful in carrying on the routine work of a modern high school. Of this type are the rotary mimeograph, mimeoscope, commercial duplicator (improved hectograph), the multigraph, multi-color press, the bookkeeping adding machine, the bookkeeping typewriter, the billing machine, the 81-key adding machine, and the 10-key adding machine. As opportunities for employment on these machines are more limited, they can best be placed in an office appliance room, and special or advanced students permitted to learn the operation of them.

During the war Chicago was called upon to furnish machine operators of all kinds, and the need for instruction on machines in the schools was so definitely demonstrated that it no longer was difficult to persuade the Board of Education that they should be installed. The initial expense is usually almost prohibitive. In order to overcome this, many of the leading appliance companies sold machines to the Board of Education on a four-year annual payment plan, which made it possible to make complete installations at a minimum outlay.

If students are to be trained in the operation of machines, they should have a knowledge of their construction and care. In order to encourage this, complete typewriter repair outfits

have been installed in two of the high schools. These outfits consist of regular typewriter repair benches with turn tables, electric lamps, and all the necessary hand tools. Each student of the typewriting department is required to spend two whole days of his course in the repair classroom. Expert typewriter repairmen have been employed as instructors. An additional man has been employed to go about from school to school to make repairs and give instruction when called upon.

Although we have about 3,000 typewriters in the schools, the typewriter repair plan has at last made it possible for us to become almost independent of service from the appliance companies, as the students not only are able to make their own minor repairs and adjustments, but do not damage the machines through ignorance of their construction. A fixed course is laid out for them, including cleaning, oiling, ribbon adjustment, etc. In a few instances boys have signified their intention of seeking positions as office appliance mechanicians.

The commercial teacher who ignores office machine instruction and buries his head in the sand, contenting himself with teaching shorthand and hand bookkeeping, is not keeping abreast of the times, but is still in the horse vehicle age.

I would suggest very strongly, however, that school authorities canvass the needs of their own communities *carefully* before investing heavily in any particular type of office machine.

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PAGES 349 and 350 of this issue correct an error made in the plates for Lesson Nine of the Wheatcroft series on the Manual, printed last month.

PERSONAL NOTES

About Our Fellow Teachers

THE March issue of the Utah Educational Review pays this tribute to a former teacher of Gregg Shorthand:

"E. J. Norton, Assistant Superintendent of Public Instruction, has been characterized as the backbone of the State School Offices. He is unquestionably the man for the place. He meets visitors with unfailing courtesy. His quiet, efficient manner and strict attention to business make it possible for him to keep the stenographic force working to the best advantage. His technical knowledge of English makes it possible for him to give editorial advice on material sent out from the office. He has done expert service in working out forms, compiling statistics and interpreting records for newspaper and magazine articles so that school boards and the public may have necessary information on the financial and statistical condition of the schools of the state. His advice is also frequently sought on points of school law."

Mr. Norton's chief clerk is a Greggite, Miss Cloe Nelson, daughter of Utah's first Superintendent of Public Instruction.

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Mrs. Lula S. Myers is at the Brantley-Draughon Business College, Fort Worth, Texas, this year.

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Margaret Sullivan and Ella Brown have gone from Ogden, Utah, and Sioux City, Iowa, to the San Diego High School.

▲ ▲ ▲

Still another defection from the ranks of the Central States teachers—C. O. Stewart, who has become manager of Santa Cruz Business College.

The Whittier School Experiment with Shorthand

WITH the coöperation of the superintendent of schools, Mr. H. B. Wilson, the principal of the school, Mr. Roy E. Warren, and Mr. Clyde I. Blanchard, Director of Commercial Education and Practice of the Berkeley, California, Public Schools, the Whittier Elementary School of Berkeley last fall introduced an experimental class in Gregg Shorthand.

The work was begun in the high sixth grade and was carried on for sixteen weeks, twenty to thirty minutes a day classroom instruction being given to the subject. The results were highly satisfactory, and the pupils are now in the Garfield Junior High School, taking the regular seventh-grade work and are so much interested in their shorthand that three days a week they stay for a half-hour after school to continue the study of the subject and also to learn typewriting.

ELNORA E. SHILLIG
Instructor of
Whittier Elementary School
Experimental Shorthand Class

The experiment was undertaken to ascertain whether or not students would respond to shorthand work and also how the study would affect other subjects. Mr. Warren, the principal of the school, wrote at the conclusion of the experiment that "considering the fact that this was a sixth-grade class with a comparatively poor quality of writing, I consider the results achieved as nothing short of remarkable."

Teachers will be interested in the details of the experiment. Before the work was begun, Mr. Roy E. Warren sent out the following letter to the parents of the high sixth-grade pupils in order to secure their coöperation:

Through the courtesy of Mr. Blanchard, Head of the Commercial Department of the High School, we are able to conduct an educational experiment in the Whittier School this semester which gives an exceptional opportunity for the pupils of the high sixth grade.

The plan is to offer shorthand to the sixth grade for one term, carefully checking the results accomplished. The purpose of the experiment is to secure data which will assist in determining at what age or in which grade shorthand can be begun most advantageously.

The program will be adjusted in such a manner that other important work will not be neglected, nor will the school hours need to be extended. However, it *will* be necessary for the pupils to do some home study regularly.

The work will be closely correlated with penmanship. It is also planned to have this work articulate directly with the regular classes in intermediate school shorthand, effecting a large saving of time for those pupils who wish to continue the subject in the seventh and eighth grades.

A regular teacher in the commercial department of the high school will give the course, under the supervision of the principal.

This work is offered as a free elective. It is not in any sense compulsory. The good records of the pupils in the present high sixth grade amply justify the selection of this class for the experiment. Before proceeding, we desire the critical thought of the parents in this matter. Please call at your earliest convenience or indicate your wishes by letter.

The response to this letter was instantaneous and interesting, because almost without exception par-

ents entered into the spirit of the experiment and expressed genuine interest in having it carried out.

After the work had been under way a short time, Mr. Warren sent out the following letter to the parents:

The experimental class in Gregg Shorthand in the high sixth grade has now been at work two weeks. Miss Shillig has given nine lessons in that time. The class has clearly demonstrated its ability to learn shorthand.

From the school standpoint we looked for the first results to appear in the penmanship. In this we have not been disappointed; a marked improvement in the everyday writing of the pupils has been noted. But the quality of writing needs to be still higher.

In keeping with the plan as announced at the beginning of the experiment, we wish to keep a close check on the results. We are asking the parents at this time for a statement covering these points:

Interest of the pupil in shorthand.
Interest in other subjects heightened.
Improvement in writing.
Any indication of overwork.
Any other point not covered above.

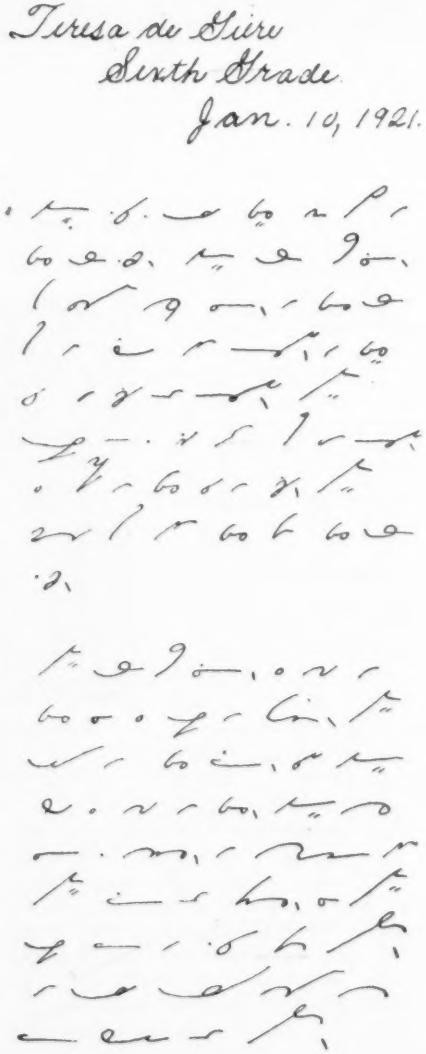
A little later we may make another similar request of the parents. Frequent scrutiny of this work and its results will prove helpful.

Please write briefly of your observations.

The answers to these letters were very enlightening. The important point brought out in all was the amount of interest the work generated.

"Rather against our better judgment and because she is so anxious to do so," wrote one parent, "we have consented to G——— taking up the shorthand course. She is putting in considerable time at home on her piano practice, which she loves. We fear that the additional home work needed may prove too much and we ask the privilege of having her stop if we find such to be the case."

Almost without exception the parents approved of the plan and in all there was the note of the great interest the children displayed in the subject. One of the parents wrote: "I believe that a knowledge of shorthand is a valuable asset in any profession or occupation and therefore that it would be well to have children in the schools take it up. There are many arguments in favor of the



sixth-grade students studying it, and I think there is no serious objection to the undertaking. I express approval of F——— taking it, and wish that the experiment will be successful."

Another wrote: "I completed a course in it myself several years ago and can probably help him considerably."

After the children had been studying for two or three weeks Miss Shillig, the instructor, had them write letters about their work. These give a splendid insight into the effect of the study, and reflect the appreciation of its value. One said, "I hope to be able to take shorthand in the Garfield School so I will be able to take my notes on lectures when I enter the University of California."

Another wrote: "I want to tell you how much I enjoy my shorthand lessons. I hope you like to teach as much as I enjoy having you for my teacher. I find that since I started the shorthand lessons I use arm movement more."

Another, "I think it is the finest thing ever given in the schools."

Nearly all of the students spoke of the improvement they had noted in their penmanship, and many mentioned the fact that it would be of use to them in their high school course and in college. The parents, also, were almost unanimous in the opinion that the shorthand was cultivating better penmanship and accuracy.

The teaching was done by Miss Elnora E. Shillig. She was assisted by Miss Ethel Brown. Miss Shillig worked out a series of lessons based on the theory of dramatizing the subject. She said that the lessons treating each rule separately were not intended as permanent in detail, but rather as suggestions of the detail in a permanent form. Penmanship was specially emphasized, length and size of characters carefully noted, from the beginning of the first stroke. Such details as insisting on a good pen point and a light touch had a splendid effect of promoting the proper position and a free hand movement. The procedure of the work, she says, must be ever changing. Repetition is the slogan, but the

same idea must be constantly presented in some new form. Even a different kind of paper has its effect.

Each new idea is given for something special. By this method the mental tension is kept upward and the result is the pupil's best effort. The textbook was not used in the work, but the material was presented by the teachers. One of the students, writing about the course, said that she thought the work would be more interesting if textbooks were provided.

The student begins to show decided power and familiarity at the end of the second lesson and not until then was the application of the theory begun. If theory is applied before this stage, the student shows evidence of confusion.

Miss Shillig in further explaining her methods said that theory tests of eight sentences on the principles of the first Manual lesson were given every day for a week. These were hectographed in the form of Progressive Exercises. The first test covered a period of ten minutes, with a maximum of 21 errors. The fifth test was covered by the first pupil in one and one-half minutes, with no errors, and the last and weakest pupil in six minutes, with a maximum of 6 errors. Writing in this way against time arouses competitive interest and places the student on his mettle to exert his best efforts. Writing on the board and urging the student to read as fast as the words are written is also an excellent practice. The psychological value of closely watching the movement of the hand, impelling and compelling the child's attention, exercises an influence by which he objectifies and the mind is thus stimulated into vigorous action.

Miss Shillig has sent us some of the students' work. The notes are beautifully written for the most part and show an intelligent understanding of the application of the principles. The penmanship drills are excellent examples of shorthand writing and the influence of this drill is seen throughout the notes taken from dictation. The character of the work sent in by Miss Shillig indicates the very high standard which she established. All of the work is neat. Some of the folders containing the hectographed work are models of neatness and artistic appreciation.

This experimental work in Whittier School has shown that shorthand can be learned by students of the age of those in the trial classes, and that it has a great influence on the other subjects in the course, especially penmanship and the study of English. Where the object of the shorthand course is not vocational but educational, the work can be begun with advantage as early as the sixth grade. The ability to write shorthand and make practical use of it as a substitute to a large extent for longhand should be the aim in every public school. If this were done, the question of vocational training for shorthand and typewriting would then take care of itself by the natural process of selection.

The school authorities of Berkeley are to be congratulated on their enterprise in carrying on an experiment that has turned out most successfully. The credit for having accomplished what was aimed at is due to Miss Shillig, Miss Brown, and Mr. Blanchard. Credit is also due Miss Shillig for working out a very original plan of instruction, which, through her ability as a teacher and her personality, she

was able to make tremendously successful. It was an adaptation of teaching methods which had in view the teacher, the students, and the conditions under which they were working.

The group of students who took part in the experimental shorthand class at Whittier Elementary School, Berkeley, California

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University of Washington Offers Gregg

DEAN FREDERICK E. BOLTON of the College of Education, University of Washington, Seattle, wrote us just a short time ago in regard to their summer session. "We shall have several courses in Business Administration during the coming summer quarter," he says. "They will include shorthand, typewriting, a commercial teachers' course, but none in salesmanship or retail selling."

So add University of Washington to the list of Normal schools giving summer cou ses in Gregg Shorthand and Rational Typewriting! The big list of schools offering summer work in shorthand, typewriting, and kindred subjects, was printed, you remember, in the April issue. Copies of this magazine are still available if any of our readers wish them and did not receive that number.

REPORTS OF CONVENTIONS

Of Commercial Teachers' Associations

April Meeting of the G.S.T.A.

Report by Louis A. Leslie

THE New York Gregg Shorthand Teachers' Association held its monthly meeting in the Colonial Room in the Hotel McAlpin, Saturday afternoon, April 23. Despite the threatening weather there was a large and enthusiastic audience present. It was so enthusiastic, in fact, that the discussions on the speakers' talks were lively and interesting and proved, indeed, to be almost as valuable as the regular program itself.

Miss Florence E. McGill, of the Julia Richman High School, who opened the program, gave a detailed account of how the office training work is carried on in her department. The students in the office training department are considered to be employees of the "Julia Richman Corporation." The desks are assigned in such a way that by the time the student leaves the "corporation" he has had an opportunity to do practically everything that would be required of him in any modern office, from opening the mail in the morning to running the mimeograph, the adding machine, or even the Elliott Fisher billing machine.

Mr. M. A. Moosbrugger, of the National City Bank, answered the question which formed his topic, "Can We Develop Stenographers in the Night School," in the affirmative, and proved his case by the convincing argument that he had done that very thing himself. The three things that made this possible seemed to be:

1. An unflagging enthusiasm on the teacher's part, which leads him even to the point of staying an hour or more after the night school session is finished.
2. A like spirit in the pupils, which will induce them to do a reasonable amount of outside preparation.
3. Dictation on new matter all the way through the course—from the very first lesson. (For this new matter dictation, Mr. Moosbrugger uses Graded Readings and Supplementary Exercises.)

In commenting on Mr. Moosbrugger's talk, Mr. Gregg reviewed his own experiences in teaching in night schools, beginning with his school in Liverpool when the system was first invented. He touched on the work he did while in Boston and concluded by telling about the methods which have been evolved by him in Gregg School, Chicago. He explained, among other things, how it was possible for a teacher to handle students at various stages of the study in the same room, and keep all of them busy. It was a matter of organization, promptness, energy, and enthusiasm.

Mr. E. J. McNamara gave an illuminating address on "Developing the Private Secretary," giving not only a general review of that field, but also several valuable hints for teachers of secretarial subjects. One of the most important points which he brought out was that not every pupil should be permitted to enter the secretarial training classes, because everyone has not the natural qualifications which are necessary; i. e., a pleasing personality, good breeding, and a pleasant voice. Another extremely important thing for

the teacher of such classes to remember is that this training does not fit his pupils to step from the classroom into a real secretarial position—which gives them the fundamentals that, when united with practical experience, permit them to fill such a place. Mr. McNamara said that the most important single qualification of a secretary should be the knowledge of where to find things; that is, that although the secretary will probably have to say "I don't know" in answer to many of the chief's questions, he should always be able to add, "But I can find out right away."

Mr. Harry C. Spillman, of the Remington Typewriter Company, gave a talk on "Personality, a Basic Factor in Teaching." As author of "Personality," Mr. Spillman is an authority on the subject he discussed. But what was just as much appreciated by the meeting was that besides being an authority, he is a forceful, inspiring speaker.

Every member present was genuinely sorry when the meeting was adjourned.

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Pennsylvania Schoolmen's Week

Report by W. W. Renshaw

NEVER before has Schoolmen's Week been such a success as it was this year. The meetings were held at the University of Pennsylvania, April 7, 8 and 9. One thousand, eight hundred and eighty-five persons were registered, and eight thousand, eight hundred and sixty-five attendances were noted in thirty-one programs.

Pennsylvania's own talent was supplemented by noted speakers from states as far distant as Illinois, Tennessee, and Massachusetts. Most of the large Universities were represented by able speakers.

One of the most interesting meetings was that of the commercial teachers, presided over by Dr. Laura Cadwallader, head of the commercial department of the South Philadelphia High School for Girls.

Mr. F. G. Nichols, recently appointed director of commercial education for the state of Pennsylvania, was the chief speaker. He gave a very clear, convincing account of the subjects that he would include in the first and second years of a four-year high school course, and the reasons he would include them. To the regret of everyone present, lack of time prevented his discussing the curriculum of the third and fourth years.

A number of teachers present expressed the hope that in future years, the commercial section might have more time at its disposal.

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Connecticut Association Officers

AT the meeting of the Connecticut Business Educators' Association, reported in April, the following officers were elected for the coming year:

Mr. H. C. Post—President, Waterbury Business College, Waterbury

Mr. Walter B. Spencer—Vice-President, High School of Commerce, New Haven

Mrs. F. H. Jarvis—Secretary, Merchants and Bankers School, Hartford

Mr. J. F. Nixon—Treasurer, Middletown Business College, Middletown.

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WE are keeping on file a roster of the officers of the various associations. Have you sent us yours?

EDITORIAL COMMENT

On Sundry Topics

The Value of Standardized Shorthand

STANDARDIZATION is a recognized principle in manufacturing, in office procedure, and in production generally, but teachers of shorthand as a rule do not appreciate the value of it as applied to their own work. With a simple system like ours, standardized forms are very easy of accomplishment, for the reason that there are so few opportunities for variation. The benefits to be derived from absolutely standardized forms are incalculable.

For example, in an office where a number of stenographers are employed, it would be a decided advantage if all wrote a particular system and adhered so closely to the textbook in their writing that their notes could be easily read by other stenographers in the office. It often happens that a stenographer with a notebook full of notes is absent from the office, from illness or otherwise. The employer either has to dictate the matter again, which in many cases is practically impossible; or must wait for the reappearance of the stenographer who took the dictation. At any rate, a serious loss of time follows. Unless the shorthand is standardized the notes of one stenographer are practically valueless to another.

It also frequently happens that at the end of a business day some stenographers are loaded up with dictation which they cannot possibly transcribe and get into the mail. With standardized forms, the notes may be distributed to other stenographers and the day's work completed. If shorthand were standardized in the schools, it would be easy for teachers changing positions to fit into a new organization with a saving of time and effort all round.

The standardization of shorthand is already coming about rapidly by the adoption of Gregg Shorthand. This is a tremendous stride in the right direction, but it does not go far enough. Standardization of the writing of students must begin in the schoolroom and be laid on such a firm foundation that it will become automatic.

The basis of this is a thorough understanding of the principles of the system as presented in the textbook. The textbook itself contains about 4,500 of the most frequently recurring words in the language. These illustrate fundamental principles of the system upon which words are built. The nucleus of words and phrases in the textbook, when learned, gives a solid foundation.

In many schools the textbook is gone through as a matter of learning the theory of shorthand. Most of the dictation is then given on new matter. As a result students learn to write forms which may or may not be standard. Of course, in the majority of cases they are practically standard. But to insure absolute standardization the study of the theory should be supplemented by a large amount of reading in shorthand. The reading of engraved shorthand serves to establish standards for the construction of words and phrases

EDITORIAL COMMENT

On Sundry Topics

and the application of principles. Incidentally, the application of the principle makes a deeper impression. In dictation the student simply recalls the words he has thus stored up. In the reading the emphasis falls upon analysis, with the idea in view of establishing correct methods of construction from the word-building principles.

Much can also be accomplished in standardization by having students read one another's notes. This reading can be very practical if accompanied by constructive criticism and a systematic study of forms, provided correct standards have been established in the school. The ability of students to evaluate notes from the point of view of size, slope, proportion, and so on, should be cultivated. Students should be encouraged to carry on shorthand correspondence with students in other schools, and the exchange of ideas on the fundamentals of theory and technique stressed. If carried on with a serious purpose—self-improvement—these plans will yield splendid results. The O. G. A. can be utilized by every teacher in his aim for standardization. The work of this organization has already had a tremendous influence on the character of the shorthand writing of students and stenographers throughout the country.

Teachers themselves should do a large amount of reading from shorthand. The number of demands we get for "keys" to the various shorthand books indicates that not enough work of this kind is done by teachers. We know of a number of teachers who take a pride in the speed and accuracy with which they can read new shorthand plates, and the result is shown in the superior training of their students. We learn to read shorthand by reading it, not by studying theory principles.

The standardization of shorthand as to theory alone is not sufficient. The actual writing or execution of forms by students should be standardized. The size of notes, standards of slant, proportion, technique of writing, and so on, all naturally affect the quality of the writing. An analysis of the shorthand coming from various schools shows that there is a greater variation from standard in the execution of notes than in the theory principles.

The more nearly the standards are approached in actual writing, the greater the ease in reading, and the more accurate and speedy will be the results in transcribing. It stands to reason that if one writer writes large and unwieldy notes, his writing would furnish difficulties in reading to the writer who is accustomed to a compact style, and vice versa. The stenographer who employs little phrasing would have difficulty in reading the notes of one who employed it freely. The textbook and reading books of the system furnish complete standards for all these features, and the more closely they are followed the greater will be the degree of uniformity. Everything is to be gained by reducing the shorthand to standard forms, and everything to be lost without it.

Notes on Lessons in

By William

Abbreviating

THEORY

I.—Definition

An abbreviation is an outline in which a termination is dropped.

II.—Abbreviating Rule

Write as much of a word as is necessary to suggest it when transcribing.

III.—Groups of Abbreviations

(*a*) Textbook list in which a termination is dropped.

(*b*) Words in which there is a medial omission.

(*c*) Short words in which the end of a word is omitted after a diphthong or a strongly-sounded vowel.

(*d*) Days and months.

(*e*) Figures:—

hundred	= *n*	cwt.	= *nw*
thousand	= *th*	feet	= *f*
million	= *m*	francs	= *fr*
billion	= *b*	dollars	= *d*
pounds	= *p*	o'clock	= *o*
gallons	= *g*	cents	= *s* (above)
barrels	= *br*	per cent	= *s* (below)
bushels	= *bsh*	per cent, per annum	= *sn*

(*f*) These signs may be used after the article *a* and such words as *per*, *few*, *several*, but not otherwise apart from numerals.

Gregg Shorthand—No. X

WHEATCROFT

Principle

BLACKBOARD SKETCH

II.

III.

(*b*)

sym(pa)thy
lit(ig)ation
cul(ti)vate
sa(l)esman
pass(en)ger
continge(n)cy
spec(if)ic
p(lain)tiff
rege(n)cy
Eng(l)ish

(*c*)

pligh(t)
invi(te)
pu(re)
bligh(t)
recoi(l)
abu(se)
stri(de)
exploi(t)
degra(de)
sligh(t)
crow(d)
tira(de)
colli(de)
clou(d)
infla(te)

(*e*)

ABBREVIATION	WORDS	ABBREVIATION	WORDS
8	eight hundred	8	eight gallons
9	nine thousand	4	four barrels
4 —	four million	6	six bushels
7	seven lbs., 7£	7	seven feet

Notes on Lessons in Gregg Shorthand—No. X

By William Wheatcroft

The Abbreviating Principle

BLACKBOARD SKETCH—(Continued)

Abbreviation	Words	Abbreviation	Words
12	twelve francs	8	eight per cent per annum,
4	four cwt.	11	eleven dollars
6	six o'clock	40	forty cents
8	eight per cent	40 50	forty dollars, fifty cents

(f)

	a gallon		few cwt.		franc
	a bushel		some hundred feet		dollar
	a cwt.		thousand		cent
	several thousand		hundred		gallon
	per gallon		pound		million

OBSERVATIONS

I. It is a good plan here to give a brief resumé of the theory as far as studied. We have straight and curved lines of two lengths for the consonants; circles and hooks for vowels and diphthongs; the blends for common combinations of strokes; the reverse circle for *r* and its concomitants; together with a number of wordsigns and their derivatives and compounds. All these are introduced in order to represent classes of words, or words of very frequent occurrence. There are, however, numerous words in fairly common use for which none of these devices provides brief outlines, and it is for these words that we have now to make provision. We have considered the general structure of the system, and have now to modify some of the basic rules where practice demands modifications. Such a course is common to all systems of shorthand, and is not absent in ordinary longhand.

II. Remind students that when notes of lectures are taken down in longhand, the writer resorts to abbreviation for the technical and other words. For instance, suppose notes are being taken of a lecture on Physiology, we should probably find abd. =abdomen; art. =artery; epid. =epidermis; syn. = synovial; resp. =respiration. What is the characteristic of these abbreviations?

They are *brief*, they are *suggestive*, and they *form the beginning of the word*. This, then, is the underlying method of the Abbreviating Principle in Gregg Shorthand: to write as much of a word as is necessary to suggest it when transcribing.

Without giving any clue to the outlines, write on blackboard the abbreviated forms for *attitude*, *ambassador*, *relinquish*, *memorandum*, and ask a student to give the words represented. These show that the method of writing the suggestive part of a word produces legible and facile forms.

III. (*a*) Now ask students to write in turn the *shorthand* exercise on the abbreviating principle, afterwards the *longhand* exercise into shorthand, omitting, of course, the part in parentheses. Students to read back their own shorthand. Finally dictate a few representative forms and keep a list of those that present special difficulty, for future attention.

(*b*) The ideal abbreviating principle would be by dropping terminations, but this is not always practical, for occasionally we should get brevity at the expense of legibility; hence we sometimes omit a medial stroke or syllable. Now give the outlines for *sympathy*, *salesman*, *English*, and ask students to transcribe them. However, these are mostly provided for in the Short Vocabulary.

(*c*) The Manual list should be mastered. Note particularly the condition: *when a distinctive outline is secured*. Further examples: *polite*, *abide*, *adroit*, *affright*, *pride*, *relate*, *survive*, *suicide*, *erudite; loud*, *aloud; collate*, *narrate*, *irate*. With the exception of *doubt*, words in *out* take the stroke *t*, as in *clout*, *snout*, *trout*, *gout*.

(*d*) Make a "drill" of list as given in textbook. For the most part they are represented as they are abbreviated in longhand.

(*e*) Must be memorized. Note carefully the position of the shorthand sign.

(*f*) Give the orthodox outlines for the words when the special signs are not used.

Business Letters. Read, drill on words at the foot of the page, dictate, correct from shorthand.

✣ ✣ ✣

Eastern Commercial Teachers' Convention

New York City, March 24-26

(*Continued from the May issue*)

General Session

Thursday Afternoon, March 24

Report by Rupert P. SoRelle

MR. ANNING S. PRALL, president of the Board of Education of New York City, delivered the address of welcome, which was responded to brilliantly by Mr. J. E. Gill, vice-president of Rider College, Trenton, New Jersey. In welcoming the convention, Mr. Prall went somewhat beyond the usual formalities of such addresses and made some valuable suggestions regarding the training of commercial workers. He stressed especially the importance of complete courses so that pupils would come into the business office equipped with a real knowledge of business organization and operation, in ad-

dition to their intensive technical training. One other point had to do with what is perhaps the greatest weakness of the beginner —the lack of reliability. Mr. Prall urged that pupils be taught to prove their work —not only to perform operations in a proper manner, but to establish the correctness of their results.

President F. G. Nichols in his introductory remarks, which took the place of the usual president's address, eliminated formalities and told of the needs of commercial education as reflected in the present tendencies. Mr. Nichols is a strong advocate of unit courses and thinks that the private commercial school, especially, will show its progressiveness and hold its prestige by the introduction of such courses. With the conventional course of the business school as a basis, his reasoning is perfectly sound, as it appears that the development of this field offers splendid opportunities for a character of work that will justify the business school. The experience of the past two or three years sustains the theory.

Mr. Howard C. Smith, of Hathaway, Smith and Foulds, Wall Street, New York, read an interesting paper on the "Administrative Problems of the College." It was based largely on President Lowell's report on Harvard University.

"The Necessity for Training for Efficiency in Commerce and Industry in the United States" was the subject of an address by Mr. F. C. Henderschott, of the New York Edison Company, and Managing Director of the National Association of Corporation Schools. In opening his address he said, "We are more and more demanding that the man who enters a profession be thoroughly prepared—demanding it through laws and also by withholding custom—must know how to carry on his particular job in the best way and in the most approved fashion. But it has only been in the last few years that there has come that newer and better recognition that we need such a training just as much to insure efficient work on the part of commercial and industrial workers."

He said that in their organization he paid the high-school graduate two dollars a week more and the college girl three dollars a week more at the start—a recognition of the superior training and the maturer judgment that came from such courses. He said that there was no sentiment in it. It was a mere matter of business, as students with this educational training would advance much more rapidly.

Mr. Henderschott then drew a picture of the vast commercial and industrial expansion that would be made in South American countries and in China. "This great field," he said, "is open to us. The war has suddenly brought us into a commanding position. The opportunity is wide open and it will be up to the business men of America to take advantage of it. Business must serve a useful purpose to mankind. We are going to demand that every boy and every girl shall have an opportunity, in so far as it is humanly possible, for the best development. They shall have the right to be trained. It is going to be done through education, training, and understanding of how industry should be conducted in this age and how the fruits of industry shall be distributed. There are four parts to the proposition—the homes, the workers, the man-

agement (no longer synonymous with ownership), the public."

Mr. Henderschott reviewed the tremendous organization imposed by the war and how it was worked out, and he emphasized its efficiency. He then spoke of the corporation school and how the organization of these schools became necessary, owing to the lack of special training on the part of young people entering business and industrial pursuits. The corporation school is a specialist's job. He doubts whether this training could be given in the schools, but he was emphatic in his statement of the necessity of the fundamentals in education.

▲ ▲ ▲

Round Table—Business School Managers

Thursday Evening, March 24

E. H. Norman, Chairman

Report by W. W. Renshaw

MR. F. G. NICHOLS, the president of the Association, had as his subject, "The Future of the Private Business School." He gave the private school credit for most of the pioneering in the teaching of commercial subjects, pointing out that this took a great deal of courage, and mentioned that there were now twenty-five hundred private commercial schools with an enrollment equal to the number of students taking commercial subjects in the public schools. He pointed out that their experiences, and the result of their experiments, are available to the public school teachers. Mr. Nichols feels that one of the great difficulties in the teaching of commercial subjects is the fact that the teaching of business practice in schools does not "square with methods followed in actual business." Office practice, for instance, consists too much of straight bookkeeping work, rather than a duplication so far as possible of business as it is practiced.

Mr. Nichols advocates two types of office practice. First, one that is *intended* to be a veneer—one that is not designed to develop experts. Secondly, one that will be intensive, designed to train the student for specific positions.

A criticism he made of the private school is that it is still thinking in terms of six-month and of one-year courses, whereas it could, with advantage to the school and the students, to say nothing of the business community, offer more extensive courses, laying the foundation for broader careers. Public schools, on the other hand, are now finding it necessary to make provision for those who must come back for short intensive courses, such as the continuation schools are providing. He urged those in charge of the private schools to be responsive to changing conditions, feeling that adapting themselves in this way is going to make it possible for them to keep to the fore. It is Mr. Nichols' opinion that the private schools have scarcely more than touched their possibilities—they have not, for instance, developed courses in salesmanship, economics, business organization, etc., to any marked extent. The future of the private schools depends absolutely on just one thing: whether or not their owners face the problem of commercial education with their backs to the past and faces to the front. The only way to meet changing conditions is with new methods.

Mr. F. B. Moore, president of Rider College, Trenton, New Jersey,

discussed in an able manner the subject, "To What Extent Should Private Business Schools Establish Special Courses?" Mr. Moore feels that the private schools in a great measure have been doing rehabilitating work for the public schools. About two per cent of the students in the public schools actually go to college. The others are dropping out. He feels that every student who goes to a private school and is trained for something worth while, represents something done for the community. He gave credit also to the commercial departments in the high schools for doing this kind of work. Mr. Moore feels there never has been a time when there were so many people who wanted to better themselves. Soldiers returning from active service were not content in many cases to return to their old positions. They wanted something better and had learned that in order to realize this ambition, preparation and training were necessary.

Rider College has three or four hundred men taking courses in higher accountancy, as well as courses in personality, higher English, public speaking, etc. They have a business men's class on Tuesday and Friday. This is made up of men who are interested in courses in the fundamentals of business, retail selling and kindred subjects. Traffic management, economics, and law are other courses offered in this school. They are now considering a course in production methods. So urgent does Mr. Moore consider the demand for instruction of this type that he feels that if the business school does not meet the demand, some other type of school will be developed that will. It is his conviction that the success of such a school as his is due to their employment of the laboratory method rather than the lecture method.

"The Advantages of Two Sessions a Week in Night School" were ably set forth by Mr. P. S. Spangler, president of Duff's College, Pittsburgh, Pennsylvania. A vote of those present showed that the meeting was almost unanimously in favor of two evenings a week. All felt that this arrangement offered substantial advantages. All of the private schools in Pittsburgh now operate two evenings a week, and after a three-year trial it has been pronounced a decided success.

Mr. Spangler finds that under this arrangement they accomplish 30% more with one-third less inconvenience to the school, the teachers, and the students. The success of the project depends upon the management's conveying its purpose to the student. He feels that the school should place emphasis upon the number of hours instruction given, rather than the number of evenings. Running the school on Monday and Thursday nights gives the student two evenings before each recitation in which to prepare. He ascribes to this the 30% increase in accomplishment.

He has yet to find the teacher who is not in favor of the plan. One of the big advantages to the school of having two sessions a week, in Mr. Spangler's estimation, is that having the sessions on Monday and Thursday evenings releases the plant for extension courses on Tuesday, Wednesday, and Friday. This increased use of the plant adds greatly to the revenue of the school. Mr. Spangler operates his evening school ten months a year.

(To be continued next month)

An Experiment in Testing Stenographers

Fourth Article in the Series

By Frederick G. Nichols

IN THE three previous articles the Rochester Standardization Test was fully described and illustrated. The purposes and methods used in preparing and conducting the test were set forth in detail. The basis for and plan used in marking the papers also was explained. In this article the results will be commented upon and suggestions will be made for conducting similar tests in advanced shorthand classes.

Results

There were 151 stenographers who handed in papers. Of this number 37 were awarded the Stenographic Certificate. Only 13 earned the Secretarial Certificate. Below is given the wording of these certificates, which were specially prepared by the committee and issued by the Chamber of Commerce.

THE ROCHESTER CHAMBER OF COMMERCE

SEAL OF CHAMBER

April Fourteenth,
Nineteen Hundred Seventeen

This Certifies, That.....
has passed the Rochester Chamber of Commerce Class A. Stenographic Standardization Test, showing a high grade of proficiency in the various elements of stenographic and secretarial work.

THE ROCHESTER CHAMBER OF COMMERCE

.....
President

.....
Chairman Test Committee

.....
Chairman Education Committee

.....
Chairman of Judges

.....
Secretary

Those who received either of these awards may regard it as a life insurance policy against non-employment—in Rochester, at least, where its value is fully appreciated. Chambers of Commerce everywhere will doubtless be glad to honor this Chamber testimonial.

Lack of space prevents a detailed report on the errors made. It is to be regretted that a complete report was not printed. The war came on and those who were most concerned were called away, or were forced to engage in other activities. Furthermore, it was hoped that the test might be made an annual event and that later tests might be improved by experience, thus making a better report possible.

Any city can conduct such a test with profit and write its own report. It is to be hoped that many will.

Stenographers' Study Club

As a direct result of this project there developed a demand for a study club to help stenographers overcome their weaknesses as they were revealed by the test. Such a club was organized as an activity of the Chamber of Commerce, under the most favorable conditions, officers were chosen, a program committee was appointed, and several meetings were held.

It was the plan to determine upon topics of instruction and call upon business men to serve as instructors. At each meeting two or three business men teachers would give the instruction and suggest methods of self-improvement. The selection of these instructors would, of course, be based upon their interest in the

particular subjects under discussion at each meeting.

Meeting the fate of many other similar ventures, the war came on and the club idea was dropped. It is to be hoped that this Standardization Test idea may be revived and that study clubs may be organized in many places for the common good of all concerned. When evening schools are so organized as to meet the needs of stenographers who want "training for better stenoraphic work" instead of more "speed drill," no such clubs will be necessary.

What the Test Taught Us

It is evident that there is pioneer work left for the commercial teacher who wants to make a contribution to the sum total of knowledge about training stenographers. The workman is known by his finished product. Stenographers, by and large, are not well trained. As a finished product they indicate that commercial teachers may be but little better workmen than the other multitudes of blundering "skilled (?)" workers, in the trades and outside of them.

Through this experiment the fact is established that business men, yea, even big business men, will coöperate with school people in working out vocational training problems if given half a chance.

It is unquestionably proved that it is only through an analysis of the stenographic job as it really is that we can hope to train people to match its requirements.

To most of us it is proved beyond a shadow of doubt that "speed" and "accuracy" in writing shorthand notes are not the alpha and omega of stenographic training. They are but important factors among many other equally important factors. Likewise "speed" in typing from copy is only a contributing factor in successful stenographic work. In short, we are convinced that failures in shorthand positions are rarely accounted for by lack of speed in either typewriting or taking notes. These two items are but the cap sheaves in the training of a stenographer. If there is nothing to cap, cap sheaves are not required.

The experiment which has been described in these articles reveals some of the things that need serious attention. Among the more important are these: (a) Stenographers must be taught to be more observing and to concentrate more intensively on their work. (b) They must take a better vocabulary with them into their jobs. (c) They must have developed correct habits in the use of fundamental English. (d) They must be drilled in a variety of stenographic work in addition to taking and transcribing ordinary straight dictation. (e) They must possess a good general education if they hope to rise in the profession. (f) They must be trained to do their work in the presence of distracting conditions. (g) They must know how to use titles when required. (h) They must be taught to expect any kind of dictation at any time. (i) They must be able to unravel rough draft and produce letter-perfect copy from it. (j) They must form the habit of doing what they are told, when they are told, and in the manner prescribed. (k) They must at least know enough geography to be sure whether addressed mail goes east or west, north or south, so as to catch first mails and avoid missing last mails. (l) They must know how to "write" as well as to "take" letters, as occasion may require, if they would

win the boss's approbation and promotion because of it. (m) They should aim at an ordinary degree of reporting skill, as there surely will be opportunities to outshine their competitors when office reporting is to be done. (n) They must be sent to work through such a test or examination as will leave no chance for misunderstanding on their part as to their need for more training of a supplementary nature. (o) They should be made familiar with extension training facilities that lie all around them in any community—evening school, private tutoring, university late afternoon extension classes, correspondence courses, libraries, opportunities for taking addresses, sermons, etc. The school course is but the preliminary training that makes the real "training on the job" and otherwise, possible and profitable.

Responsibility Rests With the Teachers

The responsibility for doing all this rests on those who attempt to train stenographers. It is a responsibility that cannot be shirked without detection. Furthermore, it is a responsibility that each commercial teacher must share. The "let George do it" spirit may prevail without injury only where there is a "George" to do it, and it's far safer to consider every teacher a "George" who will manfully shoulder the burden of doing his part.

It must not be imagined either that the English can be taught solely by the English teacher; or that the spelling can be left to the spelling teacher alone; or that the shorthand principles are to be handled by the elementary shorthand teacher unaided by those who follow her in the course of the pupil's progress through the course. The job of training a stenographer may be a divisible one, but only when coördination and coöperation keep the divisibility under control to the end that nothing is left undone to insure training that will stand the supreme test—a stenographic position with an exacting employer.

Frequent "All-Round" Tests Needed

The test revealed clearly the ease with which stenographers get into a rut in their kind of business and lose real all-round stenographic ability that will stand the test of new work.

All those who participated in this undertaking came through the experience feeling that in addition to the usual "speed tests," more "all-round stenographic work tests" must be given at frequent intervals. Such a test might consist of the following parts: Letter dictation, memoranda dictation, answering a letter from marginal notes, interrupted dictation, a word list containing selected business terms, making out a tabulated itinerary from notes of a salesman, and getting it all out on the typewriter in a reasonable time. It should be a speed test, time being counted from the beginning of the first item to the acceptance of the finished job. Every motion, every delay, every error, every trip to the dictionary, every interruption, will count in such a test. Speed that really commands good money in the shorthand market will result. Stenographic ability as distinguished from mere "short-take" speed will be developed. The hundred-yard dash stenographer will become the marathon stenographer. Salary will surely keep pace with the increased endurance shown.

Tests such as (*Concluded on page 348*)

DICTATION MATERIAL

to Shorthand Plates in
The GREGG WRITER

"If I Had Only Kept On!"

On every hand we see people who are working at a tremendous disadvantage, doing the little things, playing the little game in life, when they[25] are capable of doing infinitely bigger things, playing an infinitely bigger game. The reason for this is they have not called out their reserves, and[50] do not know what is possible to them. They are ignorant of their powers.

Many of them never have prepared for the big things they[75] are capable of doing, so they go through life working at a great disadvantage: fine talents doing the work of mediocrity. Because of the lack[100] of proper training along the line of their chosen work, they are handicapped throughout their career. It is a very shortsighted policy to start out[125] on a long life work with no special training adequate to the demand.

If I were to give the youth a single word of advice,[150] I think it would be this: "Prepare." Prepare for your life work with a scientific preparation, for the world needs, more than anything else, trained[175] brains.

What would you think of a jeweler who had a very valuable rough diamond, and who only ground one facet, leaving practically all of[200] the greatest wealth of the diamond, its most beautiful brilliancy, its marvelous possibilities shut up inside of it where no one could ever see or[225] appreciate it or utilize its value? Suppose it was impossible ever to grind more than one facet of this immense diamond. Think of the loss[250] in value!

I often have letters from men in middle life and after, who tell me they regret beyond words that they did not stay[275] at school, get a better preparation, a better education. "If I had only kept on as I had begun," is the cry of many a[300] disappointed middle-aged man.

My friend, you who have but very little education, who left school long before you should, so that you have only[325] ground one or two facets of your great human diamond, leaving marvelous possibilities, untold wealth hidden within you—you will soon reach an age[350] when it will be almost impossible to grind the other facets and you will begin to cry, "Oh, if I had only kept on!"

There[375] is nothing like a splendid preparation for your life work. Never mind what sacrifices you have to make. *Get it* at any cost! (398)
—*Orison Swett Marden.*

Lesson XVII

WORDS

Equibility, agreeability, clarification, codification, parallelogram, companionship, chairmanship, barnacle, clavicle, classically, cylindrical, diacritical, clinical, botanical, dissimulation, fortifications, Woodward, recapitulate, consulate, conical, condescendingly, chemical, commandingly, congratulations. (18)

SENTENCES

The ratification of such a proposal would be too radical, it was suggested. Mr. Nottingham unwillingly relinquished his guardianship over the motherless child. The classical[25] student afterwards explained the identification of the lettergram. The affability of the candidate is a qualification strikingly fundamental in the character of the man needed[50] to manipulate the affairs of that office. The scholarship was awarded Mr. Irvington for his stability and the

logical manner in which he handled the case. (76)

Lesson XVIII

WORDS

Materialistic, mathematics, mathematical, meteorologist, physiology, indemnity, conformity, captivity, sympathetic, verity, community, characteristic, methodical, antagonistic, chaotically, authenticate, infidelity, typographer, photographed, perambulator, atrocity, psychology, bibliography, indignity, immortality. (25)

SENTENCES

The young woman was very successful in her journalistic work on the radical paper, and her familiarity with all kinds of labor problems made possible[25] her disclosure of the rascality and the criminality of the leader. His temerity was largely because of the authority exercised by the erratic critic. A careful[50] study of philology will enable you to become a much more eloquent speaker as a doctor of divinity. (68)

Lesson XIX

WORDS

Applying this, adding the, ending with, sale of the farm, that is the question, from the present time on, this order, there seems to be,[25] one of the best things, it is possible that, notary public, to a great extent, for many weeks, early response, early information, it is possible[50] that this, you are sure, in reference to your account, City of Baltimore, filing department, Michigan Avenue, banking department, bondholder, householder. (71)

SENTENCES

Most of the members of Congress were opposed to the cession of the island. After selecting your material you may be able to build up[25] a good talk on how to sell bonds and mortgages. The general manager of the purchasing department of the Chicago Manufacturing Company called this A.[50] M. and requested an interview with several first-class stenographers for the position open in his office. Every shareholder is assured of ten per cent[75] on the money he invests in the stock company. Again and again was he compelled to relate his experiences. (94)

Lesson XX

WORDS

State of Georgia, McKeesport, Pa., Yonkers, southwest territory, movable, Columbus, Ohio, Cambridge, Mass., Louisville, Ky., State of Missouri, explosives, carelessly, unfavorably, happiness, rightly, objectionable, unlikely,[25] imminent, confinement, merely, reappoint, repulsiveness, flattery, appointee. (32)

SENTENCES

The State of Illinois is following the example of New York in passing laws to protect tenants from extortionate rentals. Mr. Ogden lives at Austin,[25] Texas. H. P. Smith is connected with the Lehigh Valley Agency in Georgetown. One of the short stories that attracted considerable attention during the past[50] year was entitled, "The Emigrant Speaks," published in McClure's Magazine. (60)

Vocabulary Sentences

The *attorney* for the *defendant* asked the *plaintiff* if he thought the *accident unavoidable*, and if he could *prove* that the *salesman* for the Pillsbury[25] *Flour* company, who was the driver of the third *automobile* was the cause of the *disaster*. *Study* and *application* will bring success in any line of[50] work. The statement that socialism is on the increase in many cities in the *United States* of *America*, is *authoritative*. By the *operation* of this[75] device a hundred *envelopes* can be *addressed* in a few minutes. Business houses and educational *in-*

stitutions can learn much from each other. Money is given[100] in exchange for necessities and *luxuries*. We are sending you a *prospectus* giving full information regarding our classes. This is not a matter for the committee[125] on *legislation*. These three companies were *amalgamated* and called the Hammond Corporation. The maker of an *accommodation* bill is not bound to the person accommodated.[150] Final *elections* are to be held in nine districts. The stenographer should *study* every angle of his *employer's* business. The *various* companies went into *bankruptcy*.[175] All things *proceed* from the realm of the absolute. Show our *salesman* what you want in the Style Book *illustrations*. I do not believe our[200] office records are *conclusive* enough to give you the specific information you ask for in your letter of November 14. The inclosed bulletin gives a[225] complete description of the *various* uses to which the instrument may be put. (238)

The Diamond Necklace

By Guy de Maupassant

(*First installment*)

She was one of those pretty, charming young ladies, born as if through an error of destiny into a family of workers. She had no[25] fortune, no expectations, no means of realizing her ambitions, except through a marriage with a man either rich or distinguished. In order to escape from[50] her surroundings she married a petty clerk in the office of the Minister of Public Instruction.

She dressed very simply because she had no means[75] of adornment; but she was as unhappy as though she had fallen from a high social position, for the women who have neither position nor[100] race use their beauty, grace and charm as stepping-stones to those heights from which they are otherwise barred. Their natural tact, instinctive elegance, and[125] suppleness of wit are their only inheritance, and, skillfully used, make some daughters of the people the equal of great ladies.

She suffered constantly when[150] she looked around her humble home and realized the absence of all those luxuries that are enjoyed only by the wealthy. All the little things[175] that another woman of her class would not have seen, tortured and angered her. The very sight of the little country woman who performed her[200] simple household duties awakened in her vain longings and troubled dreams.

She dreamed of beautiful halls, lighted by candles in great bronze candlesticks, whose floors[225] were covered with rich carpets which gave back no sound, and whose walls were covered with silks from the Orient, and of obsequious footmen and[250] servants ready to attend to every wish at a moment's notice. She thought of large drawing-rooms draped in ancient silks; of handsome pieces of[275] furniture covered with bric-a-brac of inestimable value. She thought also of coquettish small salons, made for the five o'clock chats with most intimate[300] friends, or distinguished men of letters, from whom it is every woman's ambition to receive attentions.

When she was seated at the table, whose cloth[325] had already done duty for three days, or opposite her husband—who evinced his entire satisfaction with the evening's repast by such exclamations as: "Oh,[350] the good pot-pie! I know of nothing better!"—her imagination carried her away to stately dining-rooms, whose walls were covered with rich tapestries,[375] portraying scenes in which distinguished personages and strange birds were pictured in the middle of a splendid forest. She pictured the glittering silver, strange dishes,[400] exquisitely served on marvelous plates, and gallantries whispered and listened to with the sphinx-like smile with which a woman of the world

knows so[425] well how to conceal her emotions, all the while eating a rosy trout or dallying with a wing of a lark. She had no toilets,[450] no jewels, and it was for these things that she longed as the fleet Arabian longs for his native desert. She had an insatiable desire[475] to be admired, to be envied and to be sought after.

She had a rich friend who had been her schoolmate at the convent she[500] had attended, but whom she did not like to visit because she suffered from seeing the things she could not have. For days after returning[525] from a visit she wept from grief, regret and distress.

One evening her husband came home radiant, holding in his hand a large envelope.

"See,"[550] said he, "here is something for you."

She tore open the envelope, drew out a printed card, on which were printed these words: "The Minister[575] of Public Instruction and Madame Georges Ramponeau beg the honor of the company of Monsieur and Madame Loisel for the evening of Monday, January 18,[600] at the Minister's residence."

Instead of being delighted, as he had expected, she threw the invitation on the table with a gesture of annoyance, exclaiming:[625]

"Well, what do you want me to do with that?"

"But, my dear, I thought it would make you so happy! You never go out,[650] and this is a great event. I obtained it only after infinite trouble. Everybody wants one; they are much sought after and they are not[675] generally given to employees. You will see the entire official world there."

She looked at him with supreme disdain, and said impatiently:

"What do you[700] suppose I have to wear for such an occasion as that?"

He stammered: "But the dress that you wear to the theater. You always look[725] beautiful in that."

He stopped speaking, astonished and dismayed at seeing his wife in tears. Two large tears were trickling down her cheeks.

"What is[750] the matter? What is the matter?" asked he tenderly. By a violent effort she controlled her vexation and calmly said, while wiping her moist cheeks:[775]

"Nothing; only I have no suitable dress for such a great function and of course cannot go. Give the card to one of your friends[800] whose wife is fortunate enough to have a costume fitting for such an occasion."

In despair he said:

"Matilda, how much would a dress cost[825] to wear to this ball; one that would serve for other occations—something very simple."

She reflected for a few moments, figuring in her own[850] mind the sum she could ask without danger of an immediate refusal and frightening her economical husband. Finally she hesitatingly said:

"I do not know[875] exactly; but it seems to me (881)

(To be continued next month)

Business Letters

DEFECTIVE GOODS

Mr. Edward Kilbourn,
54 North Main Street,
Cincinnati, Ohio.

Dear Sir:

Please return the merchandise you report defective. We aim to have nothing but[25] perfect goods sent out, and if a customer of ours receives a defective article we much prefer to have it returned.

While we will cheerfully[50] refund your money if you prefer, we should much rather fill your order again for perfect merchandise of the same kind or other goods, whichever[75] you wish, because we want you to be pleased with your purchase and with our service.

For your convenience we are inclosing a tag to[100] be attached to the outside of the package, and we

BENJAMIN FRANKLIN *learned to write by copying pages from the "Spectator." In this way he accumulated ideas about which to write and by practice in putting those ideas into his own language learned the art of expression. Franklin learned to write because he had a background of ideas. It was around this idea that*

Constructive Dictation

By EDWARD HALL GARDNER

Associate Professor of Business Administration
University of Wisconsin

was written. Professor Gardner, one of the most effective teachers of business literature in America, has found in his experience that students make the most rapid progress in the art of business letter writing by studying and copying different types of letters. The method may be used with any business correspondence class, but with advanced shorthand classes it is particularly effective, convenient, and economical.

In all the letters the "YOU" idea is dominant and students are taught the art of IMPRESSION as well as EXPRESSION. At the same time the students are getting valuable practice in the acquisition of shorthand speed.

If you approve the plan why not let us send you a copy of the book? Better still, if you have the book, let us supply you with enough copies for a class. A trial will convince you of the merits of the plan.

Two Editions—With and Without
Gregg Shorthand Vocabulary—$1.20

THE GREGG PUBLISHING COMPANY

New York Chicago Boston San Francisco

shall also appreciate your following the few instructions we are inclosing.

Yours truly, (123)

Mr. Paul Weed,
450 Knapp Street,
Peoria, Illinois.

Dear Sir:

We are sorry that some of the merchandise in your last order was[25] not perfect, but we are very glad that you told us. We certainly do not intend to send out imperfect goods and you would not[50] have received this except through the oversight of one of our inspectors. By notifying us and returning the goods you have shown us a favor[75] which we appreciate.

We are, of course, sending you a new shipment at once, charges paid to your town, to replace what you returned. We[100] hope you will find it perfect in every way.

Please let us hear from you frequently.

Yours truly, (118)

Mr. Carl Kallis,
10 Greenfield Avenue,
North Adams, Massachusetts.

Dear Sir:

An order has been placed with our factory for the repair part to replace[25] the one you returned. You may be sure your instructions will be carefully followed.

As this part did not prove to be satisfactory, you certainly[50] did right in returning it, for we always desire to please you and satisfy you in every respect.

Please allow ample time for the shipment[75] to arrive—it should not take more than a week or ten days.

Yours truly, (90)

Short Stories in Shorthand

THE WISDOM OF YOUTH

"When water becomes ice," asked the teacher, "what is the great change that takes place?"

"The greatest change, ma'am," said the little boy, "is the[25] change in price." (28)

THE LOQUACIOUS STENOGRAPHER

"I was outspoken in my sentiments at the last office I worked in," said the stenographer to the bookkeeper.

With a look of astonishment, he[25] replied:

"I can't believe it! Who outspoke you?" (33)

SECRETS OF THE JEWELER

Customer—How can one tell imitation pearls from the real ones?

Jeweler—Ah, madam, you do not tell—you just keep it to yourself. (24)

CONFUSION WORSE CONFOUNDED

"What picture did you see last night?"

"I confess I don't know. They showed so many announcements of coming pictures that I got all balled up." (26)

JUSTIFYING THE CHARGE

"Twenty dollars for this job of plumbing?"

"That's correct."

"But you were not on the premises more than an hour, and I paid for all[25] the material you used."

"There was a piece of glass on your driveway. I damaged a tire," said the plumber, briefly. (46)

LIKE MILTON

"I am afraid," said the let-him-down-easy editor, "that I do not see my way to printing your poetry in my periodical. You[25] see, it's not quite the style of thing we want, though it is undoubtedly remarkable—very remarkable. Do you know young man, that there are[50] some points about your writings that resemble Milton?"

"Do you think so?" cried the delighted poet. "What are they?"

"Your stops," replied the editor. "Indeed,[75] you employ almost the same punctuation marks!" (82)

An Experiment in Testing Stenographers

(*Concluded from page 341*)

the one here sketched, with variations from time to time, will require time beyond the usual class period. Semi-monthly the other commercial classes should give way for a test of this character. This does not mean loss to other subjects, for such a test covers English, and often many other things as well as shorthand and typewriting. It is essential, and time for it must be obtained if the teacher would succeed in turning out a product that business men want—and that is the test of the shorthand course, not the final examination done under conditions that do not prevail in the office.

Teachers should sit down in the class almost daily for five or ten minutes and take dictation while a member of the class dictates. This will keep the teachers in trim, give the class practice in taking from different people, rid the dictation of the aid the experienced teacher dictator gives her class by her phrasing, and put new pep into the class exercise.

Occasionally the teacher should move among her pupils while a pupil dictates, to observe writing habits and make suggestions without stopping the dictation or breaking its flow.

Proof of Ability

In conclusion it may be said in the language of the lawyer, ability to take dictation or typewrite at a high rate of speed may be "evidence," but it is not "proof" of ability to function as an A No. 1 stenographer. Ability to score high at frequent and regular intervals in a test such as has been described in these articles, comes pretty close to being "proof" of 14-karat stenographic ability—the kind too many business men still hold more valuable than gold, but continue to remunerate in not overmuch silver.

If you have never tried to put over a big job like the Standardization Test described herein, try it once. It will open your eyes to many things now unrevealed.

Finis

Be sure to send us your summer address so that the next issues of the American Shorthand Teacher may be properly directed. And don't forget your renewal subscriptions. September will begin another volume.

COMMERCIAL TEACHERS! COME TO HEADQUARTERS

WRITE TO-DAY FOR "THE ROAD TO GOOD POSITIONS" AND ENROLLMENT CARD

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Notes on Lessons in Gregg Shorthand—No. IX

By William Wheatcroft

Wordsigns

BLACKBOARD SKETCH

II.

(a)

I — of — you — point, appoint

he — all — how, out — why

(b)

ask — at, it — and, end

assist — am, more — are, our

(c) 1

were — when — week

what — wire

2

question — fault — accordance

strange — always

3

definite — far, favor — small

agent — satisfactory — suggestion

change, which

III.

(a)

stands — wires — surnames

obliges — carries — acquaintances

pupils, pupil's — cares

[The plate here and on page 350 corrects an error in printing last month and should be used in connection with Lesson Nine instead of the plate appearing in the May issue.]

Notes on Lessons in Gregg Shorthand—No. IX

By William Wheatcroft

Wordsigns

BLACKBOARD SKETCH

(b) 1

name namely like likely

2

kind kindly right rightly

(c) 1

accept acceptor advertise advertiser

2

great greater report reporter

3

strange form record

stranger former recorder

(d)

bound advise director

boundary advisory directory

(e)

claim looked copy charged

claimed remark copied checked

look remarked asked booked

IV.

out any elsewhere therefore

outrage anybody wherever somehow

outdoors somebody beside somewhat

outset everybody therewith whatever

The plate here and on page 349 corrects an error in printing last month and should be used in connection with Lesson Nine instead of the plate appearing in the May issue.]